

**Core Question 3: Is the organization effective and well run?**

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of five indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

<b>3.1. Is the school leader strong in his or her academic and organizational leadership?</b>							
<b>Indicator Targets</b>	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.					
<b>3.1 Rating</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>	<b>Year 14</b>
	2009-10	2010-11	2011-12	2012-13	<b>2013-14</b>	2014-15	2015-16
	ES	ES	ES	ES	MS		
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						ES
	Leadership stability in key administrative positions						MS
	Communication with internal and external stakeholders						MS
	Clarity of roles among schools and staff						MS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						MS
	Consistency in providing information to and consulting with the schools' board of directors						ES

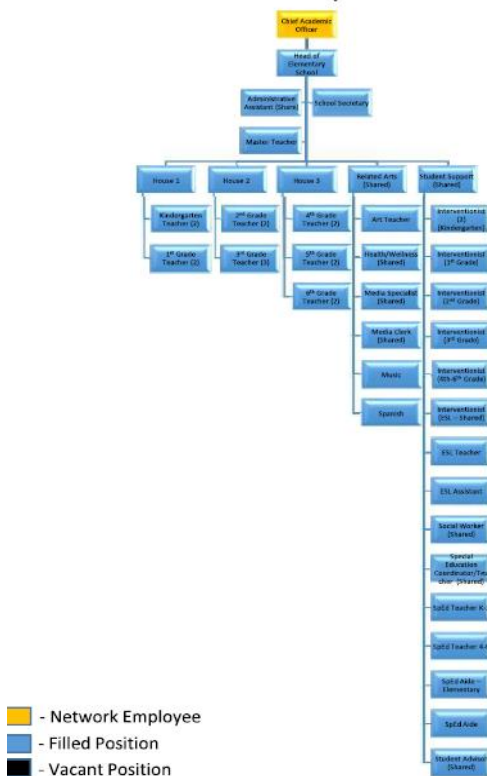
The Director and Chief Academic Officer (CAO) of Christel House Academy South (CHA) has an extensive amount of education experience as both a teacher and school leader and has worked with CHA for several years. The CAO began the year as Principal but, due to the school's expansion plans, transitioned at semester to full time Director and CAO, managing CHA, Christel House DORS, and the pre-opening process for CHA-West. He was able to work with the Heads of School for the high school and elementary to ensure they




received support and training in the first semester and effectively transitioned in the second semester. Although CHA managed consistent operations through the transition, the CAO maintained a high level of involvement and oversight with the school. Moving forward, the CAO will need to transition into a more executive-type role to ensure the effective management of all CHA programs.

The CAO consistently communicates with internal and external stakeholders, including the school staff, board of directors, Board Chair, Mayor's Office (OEI), community partners, and families. Additionally, he is an active board member for the Indiana Consortium of Charter School Leaders, working to collaborate with other charter school leaders across the city and state. He has developed meaningful community partnerships (e.g., the University of Indianapolis' College of Education) to directly support the school and its students. He meets regularly with the board chair and OEI for feedback and support on school updates and initiatives. Additionally, he provided a thorough report to the board at every meeting that included sections on multiple measures of school performance. Information was consistently accurate, relevant, and timely, and allowed the board to react appropriately to school performance.

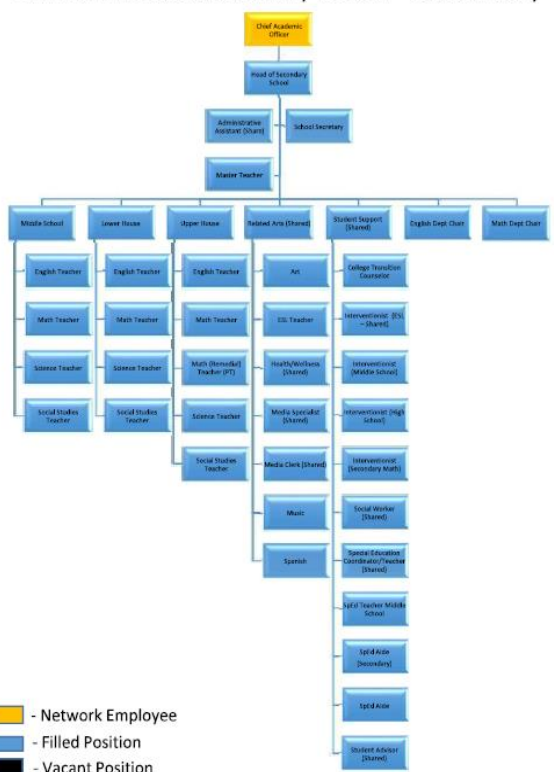
### Organizational Chart




#### Christel House Academy South - Elementary



 - Network Employee  
 - Filled Position  
 - Vacant Position

#### Christel House Academy South - Secondary



 - Network Employee  
 - Filled Position  
 - Vacant Position

The CAO and school leadership team consistently reflect on several areas of school data to inform day-to-day decisions. Due to high staff turnover from the previous year, the school implemented a more substantial onboarding process that led to increased staff stability. When mid-year attendance fluctuated, the CAO and school leadership worked to form a relationship with the Marion County Judicial Center to support students with chronic absences.

Overall, the school leadership was consistently effective in its organizational and academic oversight and receives a meeting standard for school leadership.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
<b>Indicator Targets</b>	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
<b>3.2 Rating</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>	<b>Year 14</b>
	2009-10	2010-11	2011-12	2012-13	<b>2013-14</b>	2014-15	2015-16
	MS	MS	MS	MS	MS		
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						AS
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						MS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						MS
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

During the 2013-2014 school year, Christel House Academy South (CHA) complied with all of its organizational and governance obligations. There were a few months throughout the year that documents were submitted after the deadline, but multiple personnel from the school worked together to ensure that documents such as quarterly reports, employee spreadsheets, and board meeting minutes, were submitted.

In addition to compliance documentation, CHA maintained compliance with all material sections of its charter and submitted amendments when necessary. The CAO and other members of the leadership team were consistently actively engaged in meetings with OEI and the CAO maintained frequent communication with OEI between scheduled meetings. For these reasons, CHA is meeting standard for compliance obligations.

<b>3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?</b>							
<b>Indicator Targets</b>	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
<b>3.3 Rating</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>	<b>Year 14</b>
	2009-10	2010-11	2011-12	2012-13	<b>2013-14</b>	2014-15	2015-16
	ES	ES	ES	ES	MS		
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						MS
	Clear understanding of the mission and vision of the school						ES
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						MS
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						ES
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						MS
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						MS

The board of directors at Christel House Academy South (CHA) is active, experienced, and provides competent oversight of the school. The board is comprised of individuals with experience in business, healthcare, education, law, and public relations. In an effort to ensure alignment, two representatives from CHA's parent organization, Christel House International, reside on the board. Additionally, the board worked to recruit at least one parent representative to serve on the board.

A review of meeting minutes and notes demonstrates the board's clear understanding of and commitment to the school's mission of providing an outstanding education to an underserved population. At one point in the year, board members questioned the pace of expansion and whether or not it was too overwhelming for staff and students and might potentially hinder progress at CHA. Though it was made clear that the appropriate systems and personnel were in place, the reflection demonstrated a clear dedication to students. The board met quarterly and regularly met quorum, with the majority of directors consistently in attendance. Although directors reviewed board packets in advance and received extensive updates from the school leadership team, there was not a high level of engagement from all directors during meetings. Many times, if there were questions or discussions, the board chair and one to two other directors led the discussion. It would be beneficial for the continued development of the board and the school for all directors to consistently engage in school updates and offer their respective insights and experience.

#### Skill Sets Represented on Board

Education



Business



Legal



Healthcare



Public  
Relations



Parent



#### Board Overview

**Christel House Academy South, Inc. holds the charter for Christel House Academy South.**

**10**

**Members**

**1/3**

**# Required for Quorum**

**The CHA board meets quarterly.**

**CHA is an expansion of the Christel House International global network of learning centers operated for the purpose of creating the opportunities for impoverished children to live productive and dignified lives.**

The board and CAO maintain consistent communication with one another and the Mayor's Office. When CHA had some technical difficulties with testing the previous year that affected their accountability results, the CAO provided up to date and transparent information regarding their appeal to the Indiana Department of Education, and the results of the school's grade. Overall, both the board and the school are proactive in communicating updates and concerns with the Mayor's Office.

In governance operations, the board maintained compliance with its bylaws throughout the course of the year, with a formal review of the bylaws and board structure occurring at the end of the year. Meetings were held as scheduled, met quorum, and abided by Indiana Open Door Law.

Due to the consistent leadership and stewardship of the board of directors, CHA is meeting standard for board governance.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
<b>Indicator Targets</b>	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
<b>3.4 Rating</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>	<b>Year 14</b>
	2009-10	2010-11	2011-12	2012-13	<b>2013-14</b>	2014-15	2015-16
	n/a	n/a	n/a	n/a	AS		
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						MS
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						AS
	Collaboration with the school leader to establish clear objectives, priorities, and goals						AS
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						MS

The CHA board holds quarterly meetings in which all stakeholders, including the CAO, school leadership team, and relevant school staff, provide thorough reports on school performance. Between meetings, the CAO communicates with the board chair when necessary to provide leadership and support in school initiatives and events.

Annually, the CAO provides thorough evaluations of school leaders, but the board does not yet use a formalized system and process for evaluating its own performance or that of the CAO. While the board provided informal, formative feedback on school progress, the lack of a formalized evaluation and benchmarking system prohibited the board from clearly identifying goals and priorities for itself and the school and from evaluating both at the close of the year.

In all observed meetings and interactions, the board and the school leadership team appeared to have a positive and collaborative working relationship. The school leadership team was proactive, self-reflective, and self-motivated, which allowed for relevant and transparent meetings that demonstrated a constant commitment to school improvement. However, due to the lack of formalized evaluation processes, the board is approaching standard for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?							
<b>Indicator Targets</b>	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
<b>3.5 Rating</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>	<b>Year 14</b>
	2009-10	2010-11	2011-12	2012-13	<b>2013-14</b>	2014-15	2015-16
	MS	MS	MS	MS	MS		
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						MS

In 2013-14, Christel House Academy's facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. The school was accessible to all, including people with physical disabilities. The Mayor's Office monitoring of Christel House Academy's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school is meeting standard for this indicator for 2013-14.